

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13GA2

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Dr. Karen Frost

Official School Name: Tritt Elementary School

School Mailing Address: 4435 Post Oak Tritt
Marietta, GA 30062-5622

County: Cobb State School Code Number*: 0181

Telephone: (770) 642-5630 E-mail: karen.frost@cobbk12.org

Fax: (770) 642-5632 Web site/URL: http://www.cobbk12.org/tritt/index.htm

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Michael Hinojosa Superintendent e-mail:
michael.hinojosa@cobbk12.org

District Name: Cobb County Schools District Phone: (770) 426-3300

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Randy Scamihorn

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 67 Elementary schools (includes K-8)
25 Middle/Junior high schools
16 High schools
4 K-12 schools
112 Total schools in district
2. District per-pupil expenditure: 7965

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	19	5	24
K	53	65	118
1	63	79	142
2	72	83	155
3	76	70	146
4	73	75	148
5	93	70	163
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			896

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
6 % Asian
3 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
83 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 6%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	33
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	55
(4)	Total number of students in the school as of October 1, 2011	896
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 2%
Total number of ELL students in the school: 18
Number of non-English languages represented: 7
Specify non-English languages:

Spanish, French, Farsi, Turkish, Russian, Korean, & Portuguese

9. Percent of students eligible for free/reduced-priced meals: 6%

Total number of students who qualify: 51

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 86

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>42</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>39</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>15</u>	<u>0</u>
Paraprofessionals	<u>20</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>23</u>	<u>0</u>
Total number	<u>99</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	98%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Tritt Elementary has established a wonderful legacy in its 32 year history. Located in eastern Cobb County, it is surrounded by a community that proudly supports the outstanding efforts of the school's teachers, students, parents. From the beginning, Tritt has been known for going above and beyond to create an environment that encourages students to excel physically, emotionally, and academically.

Tritt Elementary has created a culture that embodies our vision: "A Learning Community of Respect". Our students strive to show respect to their friends inside as well as those outside our community. We believe the emphasis placed on making our school a safe and encouraging environment fosters acceptance of all. When a member of our community walks into our building, he or she is greeted and treated with respect. Many have commented, "There is something about this school that is different. It is so inviting and welcoming."

Our mission is "To Provide a Safe, Positive and Nurturing Environment Which Accepts Children as Unique Individuals and Prepares Them to be Life Long Learners". Not only do we focus on preparing our students academically, but we strive to prepare them to work with others and learn to solve problems collaboratively as they prepare for the future. Tritt teachers and staff desire to lead and guide our students in building community in their classrooms. Each morning, our students are involved in class meetings which consist of greeting each other, sharing compliments, previewing the day's schedule and curriculum, and working to find solutions to problems within their classroom. These meetings have helped students become stronger in their ability to address and solve issues that might disrupt their positive environment.

While we recognize the importance of building the whole child, we are very strategic in delivering excellent instruction. As our teachers have implemented the new Common Core Standards, they have embraced teaching strategies that will prepare our students for college and career readiness. Our staff understands the need to design instruction to meet the needs of all students, giving them support as well as providing tasks that will extend and challenge thinking. For the 2012 school year, Tritt was given the Platinum Award from our state due to the excellent scores on the state assessment. This award was given to schools that show 35% or more students exceeding the standards on that assessment and 98% or more meeting or exceeding standards.

At Tritt, we believe that family engagement is a necessary part of becoming an outstanding school. The Tritt Foundation and PTA are two organizations that have given us tremendous support. The Foundation has been strategic in providing technology resources for our students, including a computer lab and instructor. For the past six years, they have also funded a Science Lab and instructor which allow our students to receive hands-on instruction for our science curriculum. This support has helped our students grow in their science knowledge and skills as seen in our 2011 state assessment where 100% of our fourth grade students met or exceeded standards in science.

Realizing that collaboration is essential to an excellent school, the School Leadership Team is strategic in advising and supporting our school administration. The Leadership Team, comprised of representative staff members, helps develop the strategic school and student goals each year. In the past two years, the team has created a new school vision, mission, and beliefs, bringing continuity and commitment to our school focus.

Our Student Council is committed to providing student leadership at Tritt. Our student representatives in grades four and five continue to find ways to improve our school and to give to others. Led by our Student Council, this year our students raised over \$12,000 in relief funds for the East Rockaway School district in New Jersey, which endured major devastation during Hurricane Sandy. Students were urged to earn money for this project and not have their parents make donations. The Student Council also

challenged students to bring in supplies for students of a neighboring Title I school and make valentines for a local nursing home. Our students are committed to meeting the needs of others and they not only talk about it, they act on it.

The entire Tritt community, our staff, students, and parents are proud of our school and its accomplishments, but continue to look for ways to give our students the best academic education possible, while developing them to become the leaders of tomorrow. We want them to leave our school believing that they can make a difference now and in the future.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Tritt Elementary continually shows high scores on Georgia's Criterion Referenced Competency Test (CRCT). This test determines how well our students have acquired the knowledge and skills outlined in our Georgia Performance Standards, which are new standards for our students this year.

The Georgia CRCT scores students in three categories: Level 1 (Does not meet standards) indicates students scoring below 800 points in Reading, Language Arts, Math, Social Studies and Science, Level 2 (Does Meet) indicates students scoring 800-849, Level 3 (Exceeds standards) indicates students scoring 850 or above. A more detailed account of the Georgia CRCT and scoring can be found at: http://www.gadoe.org/ci_testing.aspx.

Our school was awarded the Platinum Award in 2008 for having 35% or more of our students exceeding standards, in 2009 and 2010 the Gold Award for having 30% or more of the students exceeding standards, and 2011, the Platinum Award, which indicated the overall scores for Tritt's third and fifth graders were above 59.93% of all elementary students in Georgia.

Our students are tested in Reading, English Language Arts, Math, Science and Social Studies and continue to show a high percentage of exceeding standards in each subject area. Our meeting and exceeding standards are higher than our state or district average and the exceeding standards category continues to rise annually.

B. An examination of the third grade scores for the past five years shows that our students have continued to improve in reading. In 2008, 2009, 2010, and 2012, 100% of our students met or exceeded reading standards. In 2008, 2009, 2011, and 2012, 100% of our Students with Disabilities met or exceeded standards in reading. Our focus has been to move more of our students into the exceeding category, and each year our scores indicate a greater percentage exceeding standards.

Reading scores show 100% of our fourth grade students in 2008 and 2012 meeting or exceeding standards. In 2009, 2010, and 2011, 99% of our students met or exceeded standards in reading. In the exceeding category, our fourth grade students continue to improve from 72% (2008) to 77% (2012). Our Students with Disabilities show an increase from 38% (2008) to 62% (2012) exceeding standards. In 2012, 100% of these students met or exceeded standards on the state assessment. We attribute this increase to our focus on identified skill weaknesses and improving critical thinking skills.

With the exception of 2009, 100% of our fifth grade students met or exceeded standards in reading. Of that percentage, 71% exceeded standards, an increase from 54% in 2008. One strategy used in reading has been the use of Literature Circles to discuss books students have chosen to read. We feel this has improved reading skills and enhanced reading enjoyment. The Students with Disabilities scores show that 100% met or exceeded standards from 2008-2012, with the exception of 97% in 2010. Targeting identified learning weaknesses and providing teacher and paraprofessional support for these students has proven to be very effective.

In math, 100% of our third grade students met or exceeded standards in 2008. In 2009 and 2012, 99% of our students met or exceeded, and in 2010 and 2011, 97% of our students met or exceeded. In focusing on moving students from the meeting to exceeding category in math, we have seen an increase from 72% to 81% exceeding. Our Students with Disabilities increased from 80% (2011) to 100% (2012) meeting or exceeding standards in math.

Our students in fourth grade have lower scores (94%-97%) in math than those in third and fifth and we continue to look and examine specific strategies to address weaknesses. Students with Disabilities

continued to show improvement until last year when their scores dropped from 93% (2011) to 84% (2012). In determining specific weaknesses, it was noted that these students have continued to have lower scores in the numbers and operations, and in geometry. Our teachers have dedicated a portion of each math block to improving math fact fluency, providing time for drill and practice.

In 2008, 2011, and 2012, 99% of our fifth graders tested met or exceeded standards in math. While over the past five years we have not had 100% of fifth grade students meet or exceed in math, we have seen an increase, 53% (2008) to 81% (2012) of students moving from the meeting to exceeding category. We attribute this increase to our focus on specific skill weaknesses and providing math centers to allow a variety of skill practice. Our teachers have also provided early morning tutoring sessions for students who need support. Our fifth grade Students with Disabilities increased from 46% (2008) to 50% (2012) in the exceeding category and again, specific skill weaknesses found through formative assessments, have enabled teachers to focus on strengthening those areas.

2. Using Assessment Results:

The Tritt Data Team is responsible for leading each grade level in disaggregating data. At the beginning of the year, teams look at previous years' scores to determine each student's strengths and areas needing work. Data teams also look at the results of national ability and achievement tests to determine how our students compare to students throughout the United States. Using the comparison score of the ability and achievement allows teachers to determine if a student is working to his/her potential and steps are formulated to address concerns.

Ongoing formative assessments are developed by the grade level teams. Pre and post assessments for the nine weeks are given to determine levels of growth and are recorded in an electronic data file. Screenings are completed on incoming Kindergarten students and as a result, at-risk students are identified. The Developmental Reading Inventory (DRA) is given to new students as well as students first through third grades to show specific levels of reading and improvement. The Scholastic Reading Inventory also provides information on reading comprehension and is used three times a year for second through fifth grades. District benchmark assessments are given throughout the year to determine student mastery level of the Common Core Curriculum.

Assessment results are reviewed by the administration and school Data Team, creating vertical discussion on trends, strengths, and weaknesses. Decisions at this level are made for any school-wide assessment protocols. Suggestions are given for improvement in the above and below grade levels. Our focus for the past three years has been to improve math problem solving.

Students with scores near the exceeding mark are given opportunities for Talent Development by our Advanced Learning Specialists. When working with these students, higher order thinking skill activities designed to challenge and extend student cognition are used. Staff training has also been provided to improve the teacher's ability to provide activities requiring higher levels of thinking and performance. During teacher collaboration, teams discuss and design lessons that will improve student performance and hopefully move students from the meeting to exceeding category.

Parents and the Tritt community are shown test results from the district Communication department. Scores are also reported in the local paper and on the Tritt website. Assessment reports are given to the Tritt Foundation, PTA, and School Council. Parents are given an opportunity to view and discuss the results of testing with the classroom teacher at our Parent-Teacher conferences. Teachers provide parents with strategies to reinforce student learning and improve skills as needed.

Administration also gives parents an opportunity to see school data through informal meetings designed to share the test results, give a better understanding of the assessment components, and answer questions. This time also gives the administrators an opportunity to allow parents to see how Tritt compares to

schools in the state and district. These scores are often shown to prospective home buyers by realtors who encourage them to purchase in our school area.

3. Sharing Lessons Learned:

Tritt staff has been involved in sharing best practices with other schools for many years. Teachers have shared at district curriculum meetings to give ideas and support for elementary school teachers. Teacher leaders have led Professional Learning Communities within the school due to their knowledge and expertise in certain practices such as the “Daily 5”, Morning Meetings, “Designing Interactive Wikis for Teacher Collaboration”, and “Specialist Using iPads”. Tritt teachers have presented at district conferences on “Using Technology to Support Science Curriculum”, “Misconceptions in 4th Grade Science”, “Introducing Hands on Equation Verbal Problems”, “Co-Teaching and Best Practices”, and “Strategies for Teaching Young Children with Language and Pragmatic Difficulties”. Our Media Specialist has presented at a district meeting on “How to Incorporate Classroom Curriculum in Media Center Lessons” and published an article in the Library Media Collection magazine. Our school has many talented teachers who are willing to share their best practices with others.

Due to 100% of our fifth grade students meeting or exceeding standards on the Georgia Writing Assessment for the past three years, we have been contacted by several schools wanting to know what our teachers are doing to help our students become such proficient writers. Several of these schools have sent administrators and/or teachers to discuss our writing strategies.

The many things presented at these forums derive from the lessons learned and discoveries made by our staff. We continue to focus on the best methods for designing engaging work, and when successful methods are discovered, the willingness to share them is inevitable.

4. Engaging Families and Communities:

Not only are we strategic in involving our parents, but we want them to be active participants in their child’s education. We communicate that message each time that we have a parent meeting. It is vital that we share our success stories and let our community know that we could not be an outstanding school without community support. That is why our theme for the past two years has been “PAWsitively Tritt: Building Community for a Winning Team”. We want teachers and parents to be a united team as we work with students.

Each teacher has a blog that is updated often to provide ongoing communication with our parents. Teachers let parents know what the students are studying throughout the week and offer suggestions on ways they can help their child, such as websites for skill practice in reading and math. They also post announcements informing parents of upcoming school events. We often have parents running centers in our classrooms, providing support for students and teachers.

Two years ago we began a dad’s group called, D.U.D.E.S. which stands for “Dads Using Days To Encourage Students”. These dads volunteer to come in for a day and are used to work with students in the classroom, specifically students needing additional support to improve skills. D.U.D.E.S. also read to students in classrooms, help in the cafeteria, and support the office staff when needed. They greet students as buses arrive in the morning and help with landscaping on our school grounds. Our D.U.D.E.S. are an incredible resource for our school.

Our Parent Teacher Association (PTA) provides support and this year raised money to provide instructional resources in support our new Common Core Curriculum . For many years, they have recruited volunteers to be greeters at our Welcome Desk and serve as classroom helpers. Our PTA provides opportunities for our community to meet together, often helping parents meet each other during

sponsored events. International Night, created by our PTA, has been a huge success and helped our school celebrate Tritt's rich diversity.

Our Tritt Foundation raises money each year through a donation campaign. Funds raised are used to provide teachers for our Science and Computer Labs. It purchases technology tools and provides resources that help our students stay current in our digital world. They recently purchased an iPad cart, giving students the opportunity to use iPads in the classroom.

In an effort to gain parent input, a Safety Task Force was created to provide guidance for our administration. This group, which is comprised of parents and the principal, have met several times to discuss safety concerns and brainstorm ways to improve school safety. They have been diligent in asking many questions and reviewing protocols, making changes as needed. This task force has kept the Tritt community informed, helping them to understand the necessary changes made by administration.

Tritt is a welcoming school and embraces family engagement, knowing that parent engagement is more than a partnership between school and home. It is giving parents input into decisions made. It is creating an environment that solicits parent help when academic needs are discovered. It is having a mutual respect for parents, and parents for the school. The School Improvement Survey sent to parents each year continues to show that parents are very satisfied with our school and the wonderful things their children are provided.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Until this year, our state curriculum, the Georgia Performance Standards (GPS) was the basis for student instruction. This year, our state has adopted the Common Core Curriculum standards in Reading, English/Language Arts, Math, believing that these standards will better prepare our students for college and/or careers of the future.

Teachers collaborate and plan by determining what students should be able to do in order to show proficiency. Lesson plans are designed to help students acquire the necessary skills and not only include the standard, but also assessment and differentiation tools. District resources provide a pacing guide for each nine-week period and each subject area.

Reading, English/Language Arts: Our teachers use a research-based model of balanced literacy which allows them to meet the individual needs of students. The Reading Workshop is a framework that allows instruction to be done in whole group, small group, and individually. Children are taught to become independent readers and increase reading stamina.

Math: Instruction in math is balanced. Teachers introduce concepts through direct instruction, explore concepts with the students, and provide time for them to practice and develop mathematical fluency. There is a greater emphasis, due to the Common Core Standards, on problem solving, reasoning, connections, representation, and communication ensuring that students understand what they are doing, and are not relying on a specific sequence of steps that supply the correct answer.

Science: The aim of the Science instruction is to develop student scientific literacy. Students are encouraged to be curious, honest, open, and even skeptical when learning about the world in which they live. They are taught and encouraged to use the scientific method as well as other methods for their research and discovery. Tools are provided to give students an authentic lab experience as they work on grade-specific standards.

Social Studies: The curriculum based on the Georgia Performance Standards uses a ladder approach, where each year, students are introduced to another part of history and draw on the background of the previous year's standards. Students explore and learn about historical figures, governmental procedures, geographical information, and the history of our nation. All these components are designed to develop responsible citizens who will contribute to our nation and the world in the future.

Visual and Performing Arts: Our school provides every student with music and art education. Standards for each have been developed by our state and each grade level has specific skills that are introduced and practiced. Students are given instructional opportunities to develop skills and appreciation of Art and Music.

Physical Education/Health/Nutrition: The main goal of our program is to provide students with the knowledge and skills necessary to become active and healthy throughout their life based on the Georgia Performance Standards for Elementary Physical Education. Research suggests that students who are physically fit and have good coordination, balance, and fitness are more likely to be academically successful, and our school promotes and encourages these life skills

Technology: Instructional goals are established through our Georgia Performance Standards and are specific for each grade level. Not only are our students introduced and taught technology skills, the frequent use of our two computer labs, six laptop carts, and one iPad cart indicate our commitment to incorporate technology into the instructional day.

2. Reading/English:

The Reading curriculum is based on a workshop model and is used district-wide. The Reading Workshop is divided into four parts including an opening, work time, closing, and word work/language practice. Teachers use specific strategies in each component. During the first component, instructional reading strategies are introduced, such as questioning, visualizing, and inferring. These strategies are demonstrated through a read aloud with a specific type of text. In the second component, students are given the opportunity to practice the modeled strategy as they read independently or in a guided reading group. During independent reading, if not with a guided reading group, the teacher monitors the reading and collects data on student progress. After the work time, students are brought back together and given an opportunity to share what they have learned and the teacher will clarify any misunderstandings of the modeled strategy. The teacher may also give a short assessment.

Our teachers diligently assess student skills and progress. The small group instruction provided in our workshops enhances the ability to identify specific weaknesses. When it is recognized that a student needs extra support, our teachers determine which strategies should be implemented and are vigilant in providing that support while documenting the success of those strategies. Through our Response to Intervention process, instructional strategies are monitored to determine the next steps for our students. Tutoring is also provided, allowing small group and individual instruction that supports specific needs. Tutors are required to keep data on the students they tutor.

3. Mathematics:

The math program is comprised of a balanced approach and provides students the opportunity to think critically and gain an understanding of the many different ways to solve problems. An hour block is used, preceded by a short 15-20 minute segment to practice and build math fluency. During the hour block, problems are presented to allow students to look for various ways to solve the problems. These problems may be written or shared orally and presented by the teacher or students. Students have to demonstrate understanding by solving the problems in different ways and explaining their solutions.

The math instructional block is similar to the Reading Workshop in that it begins with the teacher sharing the standard, sharing thinking as it is modeled, modeling the skills to be practiced, allowing time for practice, and closing the workshop by having students share the ways they solved the math problems. When students show weaknesses in specific skills, strategies are developed to address those weaknesses and assessments are given to determine next steps for instruction. Students having difficulty with math are given extra support during the classroom practice through small groups and individual time with the teacher.

Technology (computer labs/laptop carts) provides interactive math skill practice and builds math fluency. Each classroom has Promethean boards used by both teachers and students. The interactive board allows teachers to engage students in many and varied methods of instruction. Specific websites have been compiled by grade level teams to focus on specific learning deficits. Through the use of iPads, students have used applications that allow them to explain and record their solutions for math problems. Short instructional clips have also allowed students to view a specific math strategy when solving a problem.

We provide challenging activities to extend student learning in math. Using the Rigor and Relevance framework, our teachers design activities that focus on Quadrant D, require students to think in complex ways, and apply the knowledge they have acquired to solve problems. Teachers include relevant and “real life” problems to enhance student engagement and make the work meaningful.

4. Additional Curriculum Area:

Visual and Performing Arts: Music and Art classes are provided for every student K-5th grade. Students are given opportunities in each of these classes to build knowledge and skills that will prepare them for the succeeding grade level, college, and life beyond. It allows them to experience and develop an appreciation for the arts.

Music in our school is taught through sequential learning by exploring and developing musical skills in singing, playing, creating, listening, and performing. Students are given opportunities to experience music of different cultures. Singing, playing along, reading, and notating musical pieces begin in our early grades, and continues throughout the years in our school. Students develop critical thinking skills and often use higher levels of thinking to compose their own music. Due to strong musical development, our school has a very successful after-school performing arts program which allows our students to participate in Broadway productions each year.

In Art classes, students engage in creating their own art, and are introduced to many artistic methods and designs from art history. There are many opportunities for students to create artwork based on their own experiences and specific themes. Instruction in the use of various art tools and art forms is seen as students work on specific projects. Having students gain an appreciation for art is not only seen as an important skill, but an important way to appreciate various cultures and time periods in which art was celebrated. Again, this focus supports our mission providing opportunities for students to become life-long learners. The connection between our strong music and art instructional programs and our student academic success is one that we recognize and celebrate.

5. Instructional Methods:

Our school is diligent in finding the best strategies and ways to engage our students. We know that unless our students find meaning in what we are teaching, they will not gain all they need to be academically prepared. One instructional tool used throughout school is our Promethean Boards. Teachers can quickly find activities that support the standards and give students the opportunity to see visual representation of what they are learning. With the growing use of technology tools such as computer labs, laptops, and iPads, we feel our students will be better prepared for the future.

The use of the whole group, small group, and independent practice framework has allowed our students to get the support and help that they need to be successful. We believe that all students can be successful and we must design activities and projects that will support their level of learning, whether extending or scaffolding. As we examine our test scores with our data team, we look for areas in which we do well and areas that need improvement. We work as a school to find better ways to improve our instruction in order to improve student success. When looking at our subgroups, we have discussion with our Data Team, Leadership Team, and among our grade/subject level teams to find better ways to meet student needs. The importance of giving students feedback and helping them set specific improvement targets has proven successful, especially with our at-risk students. We try to celebrate even the slightest improvements often.

We do not often modify the curriculum, but try to find ways to support students when learning difficult concepts. Using visual organizers, Venn Diagrams, and previewing material help students equally access the curriculum. Special Education students receive specific support and strategies based on their Individual Educational Plan intended to help them become independent learners. It is evident from our recent test scores that over the past several years, the support given to these students has allowed them to increase their test scores and their success.

6. Professional Development:

For the past three years, based on the suggestions from End of the Year surveys, School Improvement Surveys, and Leadership Team input we have changed our approach to Professional Development. Due to the expertise of many staff members, we provided various levels of ActivBoard training. Our teachers

designed their own training to better meet their needs.. As a result, most all teachers use this instructional tool daily.

This past year, we allowed teachers to share what they wanted and needed for Professional Development, and based on that input, we organized study groups that have proven to be an effective and engaging way to provide professional learning. This has proven to be an excellent method for providing staff training.

Our district has also provided support for our teachers by providing professional development throughout the year. Due to the curriculum change in using the Common Core Performance Standards, strategic staff development courses have given our staff numerous opportunities to feel confident and become more proficient in designing work for students. Model classrooms allow teachers to see colleagues modeling effective teaching strategies using the new standards. This has proven to be a tremendous resource and learning tool for our staff.

Training for our Leadership Team in building better teams and developing group norms has also been effective in meeting staff needs. Several years ago, we began providing a Leadership Retreat at the end of the school year. This retreat builds relationships within this team and provides support for grade/subject level team leaders. Building collaborative teams is crucial for a successful and positive school culture, and helping these leaders understand how to build an effective team is vital to ensure high quality instruction.

7. School Leadership:

Creating a positive and respectful environment is at the heart of our school vision. Collaboration among students, staff, and parents is encouraged by our administration, who challenges our staff to live out our vision of “A Learning Community of Respect”. Our students are reminded of the vision each day during our morning announcements and are taught to “Respecting Self, Respecting Others, and Taking Responsibility for Actions”.

Not only is teacher collaboration important, but leadership collaboration is essential. The principal has a Leadership Team of representatives from each grade level, Special Education, Specialists (Art, Music, Physical Education), and Paraprofessionals. This team meets biweekly to give feedback to the Administrative Team (Principal and Assistant Principal) and to help make decisions for the school. They also examine data, policies, and strategic plan goals for academic improvement.

Teachers are also encouraged to be leaders at Tritt, leading Professional Learning groups based on their expertise. Our leadership encourages those who have had success with certain instructional strategies to share with their team and our staff. Although our school is proud of our academic accomplishments, the principal is always looking for ways to improve and better meet the needs of our up-and-coming educators, and develop teacher leadership at our school. This type of professional learning has helped to identify potential school leaders.

The administrative team looks for ways to use instructional resources that are fair and supportive of all teachers. They meet monthly with the Tritt Foundation and P.T.A. Board to give updates and suggestions of ways their organizations can support academic needs. The principal has written grants to help finance instructional resources and has received funding for those academic needs.

The administrative team works diligently to provide leadership and instructional support. It is the principal's belief that the school leader has to provide vision for the future and guide changes to move forward. Two days per week, the principal spends time in classrooms for the entire day. This allows the principal to confirm the great things going on in the classrooms and to determine specific staff and student needs. Each week our administration sends out a newsletter of things seen in the classrooms, giving ideas for others and recognizing excellent work by our staff.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Criterion Referenced Competency Test

Edition/Publication Year: Multiple Publisher: CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meeting/Exceeding	99	97	97	99	100
Exceeding	81	71	72	62	72
Number of students tested	140	157	156	134	179
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting/Exceeding	Masked	Masked	80	Masked	Masked
Exceeding	Masked	Masked	50	Masked	Masked
Number of students tested	6	8	10	5	6
2. African American Students					
Meeting/Exceeding	Masked	Masked	80	100	Masked
Exceeding	Masked	Masked	50	55	Masked
Number of students tested	3	4	12	11	6
3. Hispanic or Latino Students					
Meeting/Exceeding	Masked	Masked	Masked	Masked	
Exceeding	Masked	Masked	Masked	Masked	
Number of students tested	1	3	3	1	
4. Special Education Students					
Meeting/Exceeding	100	80	96	94	97
Exceeding	37	42	48	25	35
Number of students tested	19	26	23	16	34
5. English Language Learner Students					
Meeting/Exceeding	Masked		Masked	Masked	
Exceeding	Masked		Masked	Masked	
Number of students tested	2		2	3	
6. White					
Meeting/Exceeding	99	96	99	97	100
Exceeding	61	60	64	46	68
Number of students tested	121	135	130	109	152
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. *Blank Spaces = TFC-Too Few to Count (No Score for groups less than 10) Overall population changes show an increase of students "Exceeding" standards on the state assessment. This is due to a strategic goal to increase that percentage by focusing on critical and higher order thinking activities.					

13GA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Criterion Referenced Competency Test

Edition/Publication Year: Multiple Publisher: CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meeting/Exceeding	100	99	100	100	100
Exceeding	89	75	77	62	72
Number of students tested	136	156	155	134	179
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting/Exceeding	Masked	Masked	100	Masked	Masked
Exceeding	Masked	Masked	50	Masked	Masked
Number of students tested	7	8	10	5	6
2. African American Students					
Meeting/Exceeding	Masked	Masked	100	100	Masked
Exceeding	Masked	Masked	50	64	Masked
Number of students tested	3	4	10	11	3
3. Hispanic or Latino Students					
Meeting/Exceeding	Masked		Masked	Masked	Masked
Exceeding	Masked		Masked	Masked	Masked
Number of students tested	1		3	1	6
4. Special Education Students					
Meeting/Exceeding	100	100	95	100	100
Exceeding	47	58	55	45	44
Number of students tested	15	26	29	22	34
5. English Language Learner Students					
Meeting/Exceeding	Masked		Masked	Masked	
Exceeding	Masked		Masked	Masked	
Number of students tested	2		2	2	
6. White					
Meeting/Exceeding	100	98	99	100	100
Exceeding	89	76	78	61	72
Number of students tested	119	135	126	110	152
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. *Blank Spaces = TFC-Too Few to Count (No Score for groups less than 10) Overall population changes show an increase of students "Exceeding" standards on the state assessment. This is due to a strategic goal to increase that percentage by focusing on critical and higher order thinking activities.					

13GA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Criterion Referenced Competency Test

Edition/Publication Year: Multiple Publisher: CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meeting/Exceeding	94	97	97	99	94
Exceeding	52	71	72	62	49
Number of students tested	155	157	146	185	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting/Exceeding	Masked	Masked	Masked	73	Masked
Exceeding	Masked	Masked	Masked	9	Masked
Number of students tested	6	6	9	11	8
2. African American Students					
Meeting/Exceeding	Masked	Masked	100	Masked	Masked
Exceeding	Masked	Masked	55	Masked	Masked
Number of students tested	4	8	11	4	9
3. Hispanic or Latino Students					
Meeting/Exceeding	Masked	Masked	Masked	Masked	Masked
Exceeding	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	6	1	5	8
4. Special Education Students					
Meeting/Exceeding	84	93	74	87	91
Exceeding	48	58	22	13	25
Number of students tested	23	26	23	38	32
5. English Language Learner Students					
Meeting/Exceeding	Masked	Masked	Masked		
Exceeding	Masked	Masked	Masked		
Number of students tested	1	3	4		
6. White					
Meeting/Exceeding	95	98	94	93	94
Exceeding	53	67	48	51	52
Number of students tested	136	126	123	156	113
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. *Blank Spaces = TFC-Too Few to Count (No Score for groups less than 10) Overall population changes show an increase of students "Exceeding" standards on the state assessment. This is due to a strategic goal to increase that percentage by focusing on critical and higher order thinking activities.					

13GA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Criterion Referenced Competency Test

Edition/Publication Year: Multiple Publisher: CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meeting/Exceeding	100	99	99	99	100
Exceeding	77	76	60	60	72
Number of students tested	155	160	146	185	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting/Exceeding	Masked	Masked	Masked	100	Masked
Exceeding	Masked	Masked	Masked	27	Masked
Number of students tested	8	7	9	11	8
2. African American Students					
Meeting/Exceeding	Masked	Masked	100	Masked	Masked
Exceeding	Masked	Masked	55	Masked	Masked
Number of students tested	4	8	11	4	9
3. Hispanic or Latino Students					
Meeting/Exceeding	Masked	Masked	Masked	Masked	
Exceeding	Masked	Masked	Masked	Masked	
Number of students tested	4	6	1	5	
4. Special Education Students					
Meeting/Exceeding	100	96	96	95	97
Exceeding	62	62	35	37	38
Number of students tested	26	29	23	38	32
5. English Language Learner Students					
Meeting/Exceeding	Masked	Masked	Masked		
Exceeding	Masked	Masked	Masked		
Number of students tested	1	3	4		
6. White					
Meeting/Exceeding	100	99	99	99	99
Exceeding	75	79	59	60	65
Number of students tested	136	129	123	156	113
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. *Blank Spaces = TFC-Too Few to Count (No Score for groups less than 10) Overall population changes show an increase of students "Exceeding" standards on the state assessment. This is due to a strategic goal to increase that percentage by focusing on critical and higher order thinking activities.					

13GA2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Criterion Referenced Competency Test

Edition/Publication Year: Multiple Publisher: CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meeting/Exceeding	99	99	98	97	99
Exceeding	81	61	49	66	53
Number of students tested	156	145	186	135	152
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	1	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting/Exceeding	Masked	100	Masked	90	Masked
Exceeding	Masked	30	Masked	20	Masked
Number of students tested	7	10	8	10	3
2. African American Students					
Meeting/Exceeding	Masked	Masked	Masked	100	100
Exceeding	Masked	Masked	Masked	50	36
Number of students tested	8	9	6	10	11
3. Hispanic or Latino Students					
Meeting/Exceeding	Masked	Masked	Masked		Masked
Exceeding	Masked	Masked	Masked		Masked
Number of students tested	7	3	9		2
4. Special Education Students					
Meeting/Exceeding	94	95	97	100	100
Exceeding	50	32	26	30	46
Number of students tested	16	24	35	27	26
5. English Language Learner Students					
Meeting/Exceeding	Masked	Masked			Masked
Exceeding	Masked	Masked			Masked
Number of students tested	2	1			1
6. White					
Meeting/Exceeding	99	100	99	100	99
Exceeding	80	69	52	47	58
Number of students tested	126	124	153	116	124
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. *Blank Spaces = TFC-Too Few to Count (No Score for groups less than 10) Overall population changes show an increase of students "Exceeding" standards on the state assessment. This is due to a strategic goal to increase that percentage by focusing on critical and higher order thinking activities.					

13GA2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Criterion Referenced Competency Test

Edition/Publication Year: Multiple Publisher: CTB McGraw Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meeting/Exceeding	100	100	99	100	100
Exceeding	71	68	51	48	54
Number of students tested	157	147	185	135	151
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meeting/Exceeding	Masked	100	Masked	100	Masked
Exceeding	Masked	10	Masked	20	Masked
Number of students tested	7	10	8	10	3
2. African American Students					
Meeting/Exceeding	Masked	Masked	Masked	100	100
Exceeding	Masked	Masked	Masked	50	36
Number of students tested	8	6	6	10	11
3. Hispanic or Latino Students					
Meeting/Exceeding	Masked	Masked	Masked		Masked
Exceeding	Masked	Masked	Masked		Masked
Number of students tested	7	9	9		2
4. Special Education Students					
Meeting/Exceeding	100	100	97	100	100
Exceeding	33	33	26	30	46
Number of students tested	18	24	35	27	26
5. English Language Learner Students					
Meeting/Exceeding	Masked	Masked			Masked
Exceeding	Masked	Masked			Masked
Number of students tested	1	1			1
6. White					
Meeting/Exceeding	100	100	99	100	100
Exceeding	72	69	52	47	54
Number of students tested	127	124	153	116	123
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. *Blank Spaces = TFC-Too Few to Count (No Score for groups less than 10) Overall population changes show an increase of students "Exceeding" standards on the state assessment. This is due to a strategic goal to increase that percentage by focusing on critical and higher order thinking activities.					

13GA2